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ABSTRACT

Results of a survey are presented investigating nineteen Teacher Education Council inservice programs conducted by the School of Education, University of Massachusetts (Amherst), as of spring 1977. The results attempt to answer specific questions that might be formulated concerning program implementation by (1) providing a personal profile of inservice participants--employment, incentives for enrollment, and attitude toward the School; (2) providing an academic profile of inservice participants--academic modes used, how the program is facilitated; (3) discussing similarities and differences among programs on participants' personal and academic profiles; (4) presenting the participants' perceptions on program operations and outcomes, with comparisons among programs on perceptions; and (5) highlighting, where possible, components of inservice training which may relate to perceptions of the inservice experience. Data are also presented in tabular form, and the survey questionnaire is appended. (Author/MJB)

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SURVEY RESULTS OF
TEC INSERVICE PROGRAM PARTICIPANTS

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SURVEY RESULTS OF
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Highlights of the study

Nineteen TEC inservice programs having 274 participants were surveyed in spring, 1977, with a questionnaire response rate of 63 percent. The sample consists of equal proportions of men and women, 15 percent of whom have recently completed their program and 85 percent of whom are in the process of completing their programs. All educational positions and levels are represented in the sample, with public school teachers comprising the largest proportion (63 percent). General survey findings are as follows.

Participants feel that program staff are knowledgeable and helpful, but feel variety in program staff is lacking somewhat. Inservice training has been effective for most participants in integrating learning to job activities and for incorporating new approaches to their jobs. These highly-rated, pragmatic aspects of inservice training are echoed in the very positive feeling that personal and professional goals are being met for most participants, and in the fact that one of the top three incentives for enrolling in an inservice program--"learning fresh approaches to my job"--has been satisfied. The two other significantly important incentives are "academic degree" and "pure intellectual stimulation".

For participants involved in independent studies, there is a very high degree of meaningfulness, although almost 60 percent of the sample either had none or only one independent study project.

The participants' role in program design is more highly rated than their role in program implementation. Some 60 percent of the sample implement programs predominantly off-campus, 33 on-campus, while 7 percent spend equal time on- and off-campus. Overall, participants feel there is good variety in the approaches (forms and structures) available for implementing programs.

Inservice programs have effected to some extent changes in interaction patterns with colleagues; however, participants feel somewhat more strongly that their program serves as a support or morale mechanism for them. Most participants perceive a negligible impact of their inservice learnings for changes in their institutions, although it appears that most responded to this question in light of larger-scale structural changes, than changes in the classroom. For a program's impact on change in an institution, Ed for Community Service and Boston English Programs showed high scores for this variable.

In a comparison of inservice variable results for those programs having at least six respondents, two groups emerge from the comparison analyses: (1) a high-rated group of nine programs, headed by Bilingual/Bicultural Ed, Optional Learning Environments, and Generic Secondary; and (2) a low-rated group of four programs headed by Unified Science Ed and Leadership Training in Special Ed.

Introduction

Beginning in the academic year 1973-74, the School of Education at the University of Massachusetts focused efforts on graduate-level programs for practicing educators, or "inservice" programs. Depending on the design of each inservice program, courses are taught either at the home institution of participants, at the UMass campus, or at both locations. All programs are degree-granting, offering M.Ed.'s, Certificates of Advanced Graduate Studies (CAGS), and Ed.D.'s. By the 1975-76 academic year, about 20 programs, with over 300 participants, were active and represented a diversity of faculty and students from all divisions of the School.

Last year Horace Reed and Douglas Rindone conducted the first survey of inservice participants to monitor the extent to which programs were implementing the Teacher Education Council's (TEC) guidelines for program development and implementation. Their study concluded that participants rated programs quite highly on almost all survey items.

The questionnaire developed for this year's survey aimed to explore further aspects of the "inservice experience." With many programs now in their third year, more specific aspects of program implementation could be addressed, for example: What are the advantages and disadvantages of on- or off-campus facilitation of programs? What curricula offerings or learning experiences have a direct impact on participants' jobs? What are the significant incentives for enrolling in inservice programs? What academic modes are taken, and how long do participants take to complete programs? Finally, and perhaps most importantly, what progress has been made in reaching the School's long-range objective for inservice programs: the growth of educators and the growth (change) of educational institutions?

The results presented here will attempt to answer these questions by (1) providing a personal profile of inservice participants--employment, incentives for

enrollment, and attitude toward the School; (2) providing an academic profile of inservice participants--academic modes used, how program is facilitated; (3) discussing similarities and differences among programs on participants' personal and academic profiles; (4) presenting the participants' perceptions on program operations and outcomes, with comparisons among programs on perceptions; and (5) highlighting, where possible, components of inservice training which may relate to perceptions of the inservice experience.

Survey design

The questionnaire

Interviews were conducted with selected inservice program directors and School of Education administrators to elicit the types of questions and topic areas they felt would be useful for assessing the quality and delivery of inservice programs. From their input, a draft questionnaire was constructed and sent to all inservice program directors for their comments. Most program directors offered no changes. The final questionnaire (shown in Appendix I) covers 15 topics (numbers in parantheses denote survey question number):

- demographic and employment data (1, 2, 8, 9, 10, 11)
- academic plan and modes (3, 4, 5, 6, 7, 29)
- important incentives for enrolling in an inservice program (12, 13)
- attitude toward the School of Education upon entry to program and at present (14, 15)
- courses or learning experiences that had a direct impact on job (16)
- advantages and disadvantages of on- and off-campus implementation of inservice programs (17, 18)
- usefulness of a preservice component to program (19, 20)
- role of participant in program design and implementation (21, 25, 26)
- variety, knowledgeability, and support of program staff (22, 23, 24)
- integration of theoretical and practical aspects of learning (27, 28)

- aspects of change in collegial relations, approach to job, and institution (32, 33, 34, 35)
- description of program evaluation (31)
- program as support mechanism (30)
- satisfaction of personal and professional goals (36)
- other comments (open-ended question)

As the reader will see, the questionnaire utilizes both closed and open-ended questions.

The sample

The questionnaire was distributed in April and May, 1977, to inservice participants by one of two methods: (1) through each program director's distribution in a class, with the participant returning the questionnaire by mail; and (2) by mail, if participants could not be reached in a class. The reason for this less-than-systematic approach is as follows. It was felt that a high response rate would occur if program directors were involved in questionnaire distribution; and in most cases, distribution by this method was possible. However, in other cases, mailing the questionnaire was the only alternative.

During the distribution phase of the questionnaire, an issue arose as to how an "inservice participant" should be defined. The original intent, as expressed in the cover letter accompanying the draft questionnaire sent to program directors, was that the inservice population be defined as "any student enrolled in a degree program, or who could be identified as interacting significantly with the program" (i.e., taking courses, but not necessarily pursuing a degree). This definition posed problems for program directors in compiling their lists of program participants. For example, should a non-degree candidate who has taken two courses through a program over two to three semesters be considered a "participant"? Should individuals contemplating involvement in a program, or who have been accepted

in a degree program for the coming semester and have taken one or two courses so far be considered "participants"?

Unfortunately, the distribution of the questionnaire was plagued by a vague understanding on the part of program directors, as well as students, of the criteria for "inservice participants." Some program directors were hard put to give an exact number of individuals in their programs, while other program directors could not provide a roster of student names and addresses. For future inservice surveys, distribution could be facilitated more efficiently if (1) criteria for "participation in inservice programs" were developed so that (2) program directors could keep more accurate and complete records of "participants" in their programs.

On the following page, Table 1 displays all the TEC inservice programs, showing those programs that were surveyed and the response rate for each. That chart combined with the following narrative will provide the basis for who was considered an "inservice participant" for purposes of this survey.

Participants in the Anisa Program were not surveyed because they are full-time graduate students and, for the most part, are not employed as full-time educators.

Museum Education (with one student) was not surveyed because that student was out of the country this semester and could not be reached.

The Part-time Master's Degree in Counseling Program (PMDC) was surveyed, but the results of that program will be analyzed separately. A separate analysis is more appropriate for two reasons:

(1) Although this program is under the direction and review of TEC, it has a totally distinct formative history than other TEC inservice programs. Initiated and sponsored by School of Education faculty as an evening program in collaboration with Continuing Education in 1972, it was later brought under TEC direction when

Program	~N in program	ret'd. address unknown	total N contacted	no. rec'd.	% return
Anisa	14	not surveyed	N/A	N/A	N/A
Bilingual/Bicultural Ed	8	0	8	7	87
Boston English	36	0	36	31	86
CAGS in Counseling	5	1	4	3	75
Career Development	4	0	4	2	50
Cooperative Ed	21	0	21	12	57
CUE-Exp. Learners	13	2	11	4	36
Diagnostic Prescriptive	1	0	1	1	100
Early Childhood Ed	20	1	19	12	63
Ed for a Changing World	30	3	27	12	44
Ed for Community Service	14	0	14	10	71
English Ed	2	0	2	2	100
Generic Secondary	9	0	9	8	89
Integrated Day	40	0	40	16	40
Leadership in Special Ed	14	0	14	6	43
Media Specialists	6	0	6	6	100
Museum Ed	1	not surveyed	N/A	N/A	N/A
Optional Learning Env.	30	0	30	24	77
Prescriptive Counselor	2	0	2	1	50
Reading	9	0	9	6	67
Unified Science	10	0	10	6	60
Part-time Master's Degree in Counseling (PMDC)	49	3	46	30	64
Totals	338*	10	313	199*	64*

*Notes: (1) The approximate N in programs figure includes about 16 participants in the PMDC Program who completed their program as of January, 1977.

(2) The main report does not include responses of the PMDC participants; thus, for purposes of this report, total N contacted is 267, from which 169 (or 63 percent) responded.

Inservice programs and response rates

Table 1

inservice programs were begun.

(2) The students in this program have needs for training quite different from other inservice participants. Some students are contemplating career changes into counseling, while other students in the educational field are seeking counseling credentials; thus, many of the "inservice-directed" questions have little relevance. For example, one student in this program said at the end of the questionnaire: "The question I would like to ask and answer is 'How well do you feel your program prepared you for the job you hope to get?'"

For purposes of reporting the results of the sample response rate for this survey, there were 19 programs surveyed, having 274 participants. The response to the questionnaire and follow-up procedure was 169 respondents, with 7 questionnaires returned as "not deliverable." Thus, those who could be contacted numbered 267, and of those, 169 (or 63 percent) responded. For the PMDC Program, 53 students were surveyed; 7 surveys were returned 'not deliverable" or the respondent felt the questionnaire was not applicable for them. Thus, a total of 46 respondents were identified in the PMDC sample, with 30 individuals, or 64 percent, responding. The results of the PMDC Program are available upon request from the Chairperson of TEC.

Results of the survey

In the following narration of the survey results, tabular data for each program are often shown. Where there are count-type data, all programs are represented; however, where proportions of participants within programs are identified, only those programs having six or more participants are compared. (Those programs with fewer than six respondents are CAGS in Counseling, Career Development, CUE-Experienced Learners, Diagnostic Prescriptive, English Ed, and Prescriptive Counselor.) For brevity's sake, when the 16 Likert-scale questions (#'s 21-36) are discussed, they are referred to as the "inservice variables."

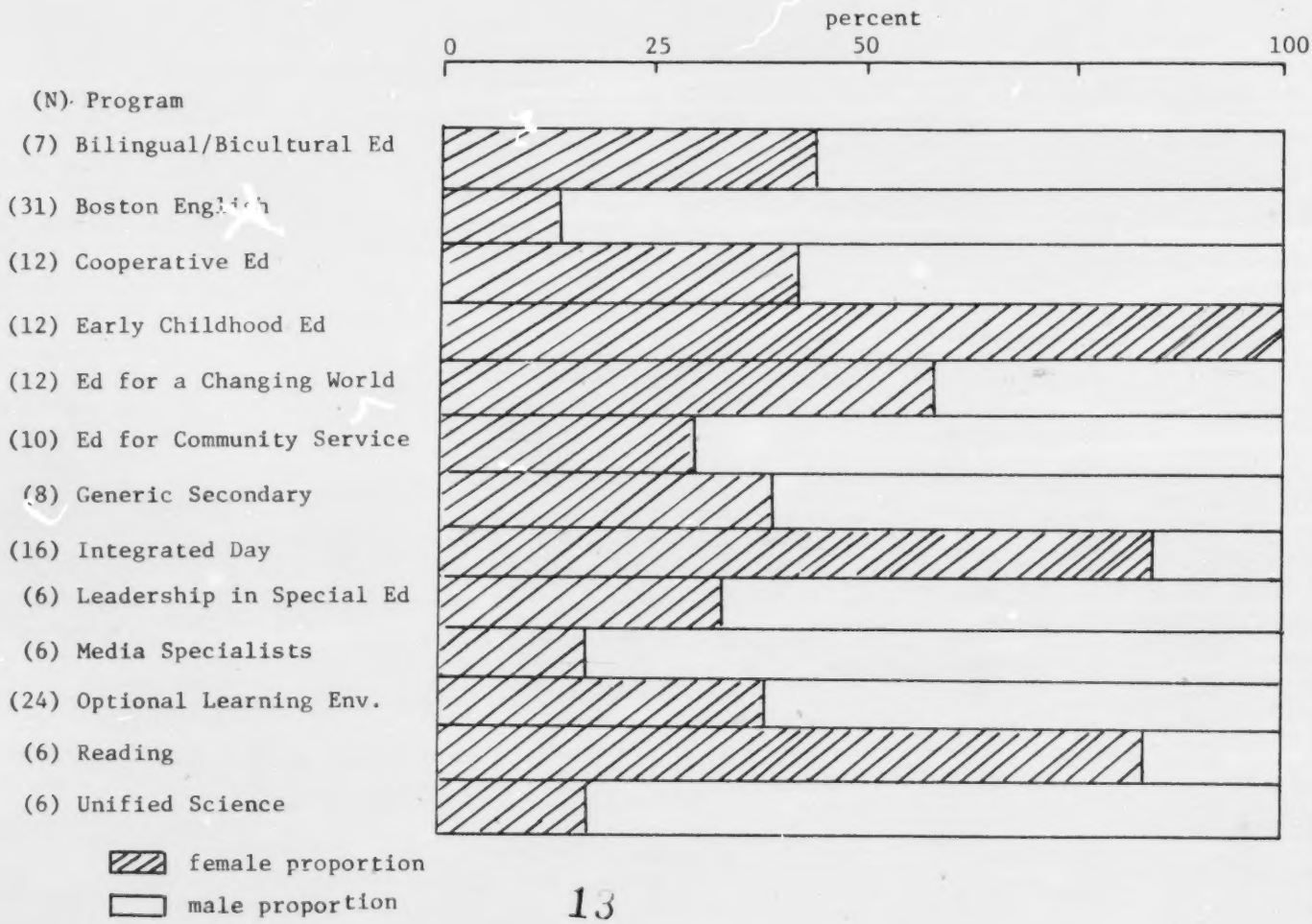
Employment and demographic data

There are equal numbers of men (85) and women (84) in the sample. A bar graph of the proportion of men and women in each program is shown in Figure 1. Examining programs individually, one sees there are higher proportions of women in Early Childhood Ed, Integrated Day, and Reading; while there are higher proportions of men in Boston English, Education for Community Service, Media Specialists, and Unified Science.

Participant employment was described in two ways: (1) the position of participant (such as, teacher, counselor, administrator, and so forth); and (2) the educational level (elementary, secondary, etc.). The position category

Proportion of men and women in each program

Figure 1



termed "combination" includes individuals in a combination of roles, such as teacher and counselor or teacher and administrator. The educational level termed "agency" includes two State agencies, one community group, and one educational collaborative. In Table 2 the numbers of program participants in each of these two categories is shown. Then, taking all programs together, a matrix of position by level (Table 3) displays all the possible combinations.

Participants in each position and level category by program
Table 2

(N) Program	aide	teacher	counselor	administrator	specialist	combination	sped admin.	not employed		pre-school	elementary	junior high	high school	comb. levels	agency	college	
(7) Bilingual/Bicultural Ed		7								2	4	1					
(31) Boston English	1	20	4	6								31					
(3) CAGS in Counseling		1	1				1					1	1				
(2) Career Development	1			1							1			1			
(12) Cooperative Ed		6		3		3					1	7	1	1	1		*
(4) CUE-Experienced Learners		3		1					2			2					
(1) Diagnostic Prescriptive		1								1							
(12) Early Childhood Ed	1	6		3		2			11						1		
(12) Ed for a Changing World		9		2	1					5	2	4	1				
(10) Ed for Community Service		8				1	1					9					
(2) English Ed		2									1	1					
(8) Generic Secondary	1			1			6								2		
(16) Integrated Day	2	12		1			1		1	14							
(6) Leadership in Special Ed						6							4	2			
(6) Media Specialists		3			3					1	2		1	1	1		
(24) Optional Learning Env.	3	18	2			1						21			3		
(1) Prescriptive Counselor						1				1							
(6) Reading		3		3						4			2				
(6) Unified Science	1	4					1			1		4					
(169) Totals	10	103	8	20	4	6	8	10		14	29	11	81	10	5	8	

* 1 teacher gave no "level" response

Table 3 shows that over 63 percent of the sample are teachers in the pre-school, elementary, secondary, and combination levels; 13 percent are administrators; and the remaining 24 percent are in a variety of other positions. A cross-tabulation of educational position with sex of respondent showed no significant differences in employment area of men and women.

Matrix of position by level
Table 3

	pre-school	grades 1-6	junior high	high school	comb. levels	agency	college	
aide or intern	0	3	1	1	0	0	5	10
teacher	8	22	7	61	2	0	2	102
counselor	0	0	0	6	1	1	1	8
administrator	4	2	2	9	2	0	1	20
specialist	0	1	1	0	1	1	0	4
combination	2	0	0	3	0	1	0	6
special ed administrator	0	1	0	1	4	2	0	8
Totals	14	29	11	81	10	5	8	158

(10 are not employed; 1 did not respond to both categories)

Tables 4 and 5 show, for each position category, the years employed in participants' present positions and years employed in education. For each table, the range of years, mean number of years, and standard deviation of the mean are displayed. The median number of years is also given since very high values (as indicated by the year range) often tend to bias the "average" upwards when computed by the mean. The median is the number of years above and below which 50 percent of participants fall for each position.

Years in present position
Table 4

position	N=	range of years	mean	s.d.	median
aide or intern	10	1 - 3	1.5	.71	1.3
teacher	103	1 - 18	5.15	3.63	4.1
counselor	7	2 - 15	6.29	4.68	5.0
administrator	20	1 - 20	4.6	4.83	3.5
specialist	4	1 - 5	3.25	1.71	3.5
combination	6	1 - 7	4.17	2.48	4.0
special ed administrator	8	2 - 3	2.[illegible]7	.52	2.3

Years employed in education
Table 5

position	N=	range of years	mean	s.d.	median
aide or intern	10	1 - 14	4.3	4.47	2.5
teacher	102	1 - 18	7.62	4.04	7.1
counselor	8	2 - 39	14.62	11.73	15.0
administrator	20	2 - 31	12.60	7.82	10.2
specialist	4	3 - 9	5.25	2.87	3.5
combination	6	1 - 12	6.17	3.76	5.5
special ed administrator	8	3 - 12	8.62	3.50	9.5

(Note: The discrepant "N's" in some cases indicate no response.)

Academic modes and pursuits

Degree sought: For the total sample, 48 percent are seeking Master's; 19 percent, CAGS; 22 percent, Doctorates; and 11 percent, no degree or uncertain. Table 6 shows the number of students by program in each degree category. To the left of each program name, the status of participants in each program is shown by three categories: (1) program completed in spring, 1977; (2) program to officially begin in fall, 1977; and (3) program in progress.

Degree sought and status of participants by program
Table 6

status (1)	status (2)	status (3)	Program	N=	Master's	CAGS	Doctorate	none or uncertain
		7	Bilingual/Bicultural Ed	7	6		1	
		31	Boston English	31	9	1	20	1
		3	CAGS in Counseling	3		3		
1		1	Career Development	2	2			
		12	Cooperative Ed	12	10		2	
		4	CUE-Experienced	4	1		3	
1			Diagnostic Prescriptive	1	1			
1		11	Early Childhood Ed	11*	5			6
2	2	8	Ed for a Changing World	12	6	3		3
7		3	Ed for Community Service	10	10			
		2	English Ed	2			2	
4		4	Generic Secondary	8	5	1	2	
3		13	Integrated Day	16	8	3	1	4
		6	Leadership in Special Ed	6			6	
1		5	Media Specialists	6	4	1		1
		24	Optional Learning Env.	24	5	16		3
		1	Prescriptive Counselor	1	1			
2		4	Reading	6	4	2		
3		3	Unified Science	6	4	2		
25 (15%)	2 (1%)	142 (84%)	Totals and Proportions	168	81 (48%)	32 (19%)	37 (22%)	18 (11%)

* 1 "no response" to degree

Program entry: The following chart displays the sample's entry date into programs:

entry semester	no. of participants	percent
fall 77	2	1
spring 77	24	14
fall 76	53	31
spring 76	10	6
fall 75	37	22
spring 75	17	10
fall 74	16	10
before fall 74	8	5
(no response)	2	1
	169	100%

Program completion: By looking at the estimated number of semesters to complete programs (question #6), one can get an indication of numbers of participants who will complete their programs over the next 2 to 3 years.

program completion semester	no. of participants	percent
spring 77	25	15
fall 77	25	15
spring 78	34	20
fall 78	25	15
spring 79	14	8
fall 79	11	6
spring 80 or after	10	6
(no response)	25	15
	169	100%

The entry chart indicates that program entry semesters have peaks in fall 75 and 76 semesters, while the program completion chart shows that there are about equal numbers of individuals planning to complete programs at the end of the spring and fall 77 semesters, and the spring and fall 78 semesters.

Total number of semesters to complete degree: The total number of semesters participants estimate it will take to complete their coursework toward degrees was made by taking their entry semester and adding to it the number of semesters to complete programs (#'s 3 and 6 on questionnaire). For participants seeking a Master's degree, 5 to 7 semesters are estimated to complete the degree program. Exceptions were Ed for Community Service and Generic Secondary Programs, whose participants estimated 2 to 3 semesters to complete their Master's.

For the 8 programs in which 37 participants are seeking Doctorates, there was a wide range of estimates made to complete degrees: from a low of 3 to 5 semesters (Generic Secondary) to a high of 11 semesters (Bilingual/Bicultural Ed). The average (mode) was 6 to 8 semesters.

For the 9 programs in which 32 participants are seeking a CAGS, most students estimated a total of 6 semesters to complete their programs. A low of 2 semesters was reported for one individual in Generic Secondary.

For those participants who are not seeking a degree or are uncertain about entering a degree program, greater than 70 percent did not (understandably) answer question #6; therefore, little inference can be drawn on how long students in a non-degree status plan to be associated with programs.

Credits earned from independent study projects: A large proportion of participants (40 percent) have not undertaken a single independent study project as an academic mode in completing their degrees; 18 percent of the sample showed 1 to 3 credits earned by independent studies; and 15 percent show 4 to 6 credits. (Eight percent of the sample did not respond, indicating that perhaps

they too have not earned any credits through independent studies.) The 0 to 3 credit range is the modal response looking across all programs, with the exception of the following programs (numbers in parentheses show the programs' modal responses): Cooperative Ed (4-6 credits); CUE-Experienced Learners (7-9 credits); with Ed for Community Service split 50/50 for 1-3 and 4-6 credits.

As might be expected, increasing numbers of credits earned by independent study projects are associated with increasing number of total credits earned. For participants with 1-12 total credits, the majority show no credits earned by independent studies. For 13-18 total credits, there are approximately equal proportions in the 0 and the 1-6 independent study credit range. For 19-24 and 25-30 total credits, the majority of participants show 1-6 independent study credits; while for those who have greater than 30 credits, the majority show 4-9 credits earned by independent studies.

Inservice variable #29 "meaningfulness of independent study projects" has a very high mean score for the 70 percent of the sample who responded on the 1 to 5 scale (the mean was 4.26). However, some 30 percent responded to this question with "do not know or N/A." Obviously, when independent study projects are undertaken, participants in general find a very positive learning experience; perhaps it might be beneficial for inservice participants to be counseled more fully on the advantages and potential of undertaking independent study projects. The discrepancy between the 40 percent who indicated they had no independent study credits, and the 30 percent who responded "do not know or N/A" to question #29 was investigated further. At first glance, it appeared that 10 percent of the sample, while having no independent study credits, felt they could rate the meaningfulness of independent study projects anyway. But when separating out the "zero credit" independent study group, it was found that 30 percent of this group responded on the 1-5 scale!

Incentives for entering an inservice program

This information was gathered from two perspectives: (1) asking the participant to rate from 1 to 4 (not important to significantly important) the degree of importance he/she attached to a list of 16 incentives; and (2) asking the participant to circle the top three incentives. The proportion of respondents who fell into each significance category, together with the frequency that each incentive was rated as one of three "most important", is shown in Table 7.

Incentives for entering an inservice program
Table 7

	importance (percentage)				# of times rated most important
incentive	not	marginal	moderate	significant	
academic credit	12%	16%	31%	41%	18
academic degree	4	10	21	65	87
possible salary increase	18	18	34	30	34
direct cash stipend	72	10	9	9	6
employer recognition	46	21	26	7	1
peer recognition	49	28	17	6	0
learning fresh approaches	1	3	19	77	109
developing collegial relations	27	23	31	19	9
forwarding institution's goals	28	21	27	24	18
forwarding change in institution	15	14	32	39	37
pure intellectual stimulation	7	13	40	40	55
increase in job responsibilities	32	17	27	24	9
change to different position	28	16	18	38	39
renew certification	86	8	4	2	0
obtain certification	66	5	12	18	21
enhance tenure decision	87	5	5	3	1

As the table shows, "learning fresh approaches to my work," "academic degree," and "pure intellectual stimulation" are the top incentives for entering an inservice program, with each of these incentives rated moderately or significantly important by 80 to 96 percent of the sample, and chosen by more participants as their top three incentives. Other important incentives to inservice participants include "forwarding change in my institution," "academic credit," "possible change to a different position," "possible salary increase," and "forwarding my institution's goals" with each of these incentives rated moderately or significantly important by 50 to 70 percent of the sample, and ranked highly by participants as one of three top incentives. Aspects of entering inservice programs that are apparently not important are "renew certification," "enhance tenure decision," "direct cash stipend," and "employer and peer recognition."

Twelve respondents cited other incentives, among the more serious-minded, "opportunity to test theories and apply ideas," "become familiar with research literature and techniques," "change of career," and "contract specifies need for academic credit to continue employment." Some of the more light-hearted responses include "just for the hell of it," "to get out of town," and this author's favorite, "to get better seats on airplanes."(!)

Of interest is the response to "developing collegial relations" which showed a 50/50 split between important and not important and ranked relatively low for top three incentives. This result is in contrast to what inservice participants report once in a program. Participants in on-campus implemented programs (discussed more fully in the following section) cite "developing new collegial ties" as one of the top three advantages of facilitating their program on-campus. And, those students facilitating programs predominately off-campus

also cite the development of collegial relations as an advantage, although to a lesser degree than the predominantly on-campus participants. The responses to the open-ended question (see Appendix XI) also reinforce the finding that meeting and learning with other educators is an important, but perhaps, unanticipated benefit of being in an inservice program.

When comparing the incentives responses across programs, there is uniform agreement among participants that "learning fresh approaches to my work," "academic degree," and "pure intellectual stimulation" were the most important incentives for entering their programs: for 9 out of 13 programs "learning fresh approaches" is rated most often, while for 4 out of 13 programs, "academic degree" is rated most often; "pure intellectual stimulation" is rated among the top three for 6 out of 13 programs compared. Apart from this general homogeneity, there are some programmatic differences of note, as follows:

- among the top three incentives for Boston English, Media Specialists, and Generic Secondary students was "possible change to a different position";
- Early Childhood Ed and Ed for a Changing World students have a proportionally higher number of responses showing "forwarding change in my institution" as one of the top three incentives;
- Unified Science students show a proportionally larger number of responses for "possible increase in job responsibilities" as important.

To determine whether length of time in education employment affected participants' ratings on incentives, a cross-tabulation was done of the number of years employed in education by a count of the top three chosen incentives. The number of years in education was collapsed into six groups (1-3 years, 4-6 years, 7-9 years, 10-12 years, 13-15 years, and greater than 15 years). The results show no statistically significant differences for important incentives among the six groups, except for one incentive for participants in the lower

ranges of years in education (1-6 years); for those groups, there was a higher proportion citing "to obtain certification" as important.

To see if there were differences between men and women on important incentives, another cross-tabulation was done. For four incentives, there were statistically significant differences (at the .05 level and above), with the Phi coefficient (the appropriate measure of strength of association with this 2 x 2 table) also highly significant (.001):

- men rated "academic credit" and "direct cash stipend" more often;
- women rated "fresh approaches to my job" and "developing collegial relations" more often.

On- and off-campus implementation of inservice programs

There were five categories from which the respondent could choose to describe how his/her inservice program was facilitated. Table 8 shows the number of participants by program with the category checked.

As one can see from the table, 33 percent of the sample report implementing their program on-campus or predominatly on-campus; 60 percent, off-campus or predominantly off-campus; and 7 percent, equally on- and off-campus.

The inservice programs implemented by students solely off-campus or predominantly off-campus include Boston English, Education for Community Service, and Optional Learning Environments. Those programs implemented on-campus only or predominantly on-campus include Career Development, CUE-Experienced Learners, Diagnostic Prescriptive, English Ed, Media Specialists, Prescriptive Counselor, Reading, and Unified Science. The remaining seven programs are implemented by graduates in a variety of on- and off-campus modes.

The respondent was asked to show the advantages and disadvantages of on- or off-campus implementation, depending which they were doing. The advantages and disadvantages were collated, and the results of the content analysis are

Implementation of program
Table 8

Program	N=	(1) on-campus only	(2) off-campus only	(3) (1) & (2) but predom. on-campus	(4) (1) & (2) but predom. off-campus	(5) equal time on- and off-campus
Bilingual/Bicultural Ed	7	3			3	1
Boston English	31		19		12	
CAGS in Counseling	3	2	1			
Career Development	2	2				
Cooperative Ed	12		6	1	3	2
CUE-Experienced Learners	4	3		1		
Diagnostic Prescriptive	1	1				
Early Childhood Ed (2 had no response)	10	1		5	3	1
Ed for a Changing World	12	6	1	2	1	2
Ed for Community Service	10		8		2	
English Ed	2	2				
Generic Secondary	8	1			5	2
Integrated Day (2 had no response)	14	2	3	4	4	1
Leadership in Special Ed	6			1	4	1
Media Specialists	6	4		2		
Optional Learning Env	24		15		9	
Prescriptive Counselor	1	1				
Reading	6	1		4		1
Unified Science	6	2		4		
Total	165	31 (19%)	53 (32%)	24 (14%)	46 (28%)	11 (7%)

presented below. Note that for individuals responding "equal time spent on- and off-campus", their responses are also included in this analysis.

On-campus implementation--advantages

advantage	no. of times cited as an advantage
• good resources, including UMass library availability	17
• access to professors (both those affiliated with program and others outside the program)	12
• meeting other students, developing new collegial ties	11
• convenient (campus is centrally located and easy to get to)	5
• stimulation of UMass academic environment	4
• can take more courses	2
• more coordinated; flexible; a "theory lab"	1 each

One participant liked the fact that there were adult-sized desks and chairs in the classroom! Nine respondents left the entire question blank; seven said there were no advantages, or they listed disadvantages, but no advantages.

On-campus implementation--disadvantages

disadvantage	no. of times cited as a disadvantage
• travel time to campus (a long drive for many after a day's teaching)	15
• parking at UMass a problem	9
• scheduling difficulties (4 p.m. classes were hard to make; difficult to get time off from work)	9
• lack of interaction with others; out of touch with community matters; poor classroom atmosphere (physically)	2 each
• difficult to incorporate learning with jobs; "UMass is large and bureaucratic"; poor communication with program group; less exposure; not flexible	1 each

Nine respondents left the entire question blank; seven said there were no disadvantages, or they listed advantages, but no disadvantages.

Off-campus implementation--advantages

advantage	no. of times cited as an advantage
• convenience (no need to travel to get to classes)	49
• relevance of coursework to institution's environment ("professors see our problems")	21
• on-the-job experience ("I can implement what I learn directly")	13
• flexibility ("I can take clasees and work")	9
• close contact with faculty	6
• developing collegial relations	5
• less "academeze", less "academic bunk"	5
• responsible for more individual learning	5
• less red tape; relaxed atmosphere	3 each
• intensive small group contact; "don't become institutionalized"; program more varied	2 each

Seventeen students left the entire question blank.

Off-campus implementation--disadvantages

disadvantage	no. of times cited as a disadvantage
• lack of faculty contact (need more faculty contact or more diversity of faculty)	17
• lack of access to University facilities and resources, including library	17
• detachment from the University ("I don't feel part of it")	6
• not enough courses offered	5
• communication problems with faculty	5
• lack of contact with other students outside home institution	4
• lack of coordination, administrative red tape	3
• takes too much time to get degree; narrow focus; there is less support from the University; lack of access to University clinic	1 each

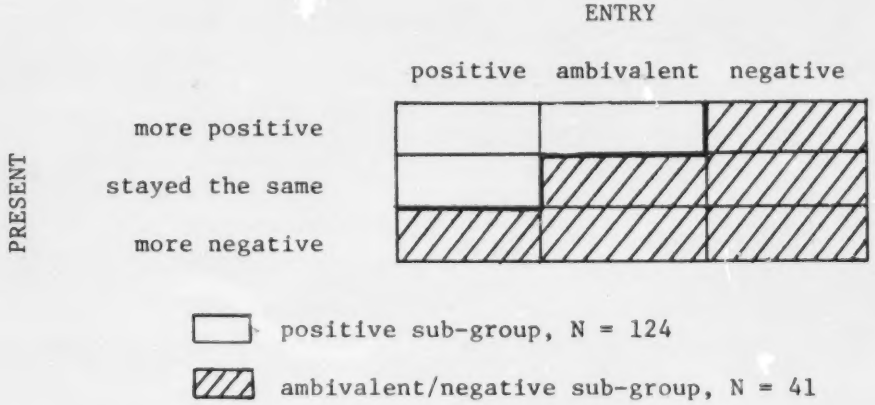
Seventeen students left the entire question blank, while 29 said there were no disadvantages, or they listed advantages, but no disadvantages.

Attitude toward the School of Education

The graduates were asked how they viewed the School of Education, both upon entry to their program and at present. The following matrix shows the proportion that fell into each cell.

PRESENT \ ENTRY	positive	ambivalent	negative	
more positive	26%	22%	4%	52%
stayed the same	27%	10%	1%	38%
more negative	7%	3%	0	10%
	60%	35%	5%	(N = 165)

For purposes of defining the positive and ambivalent/negative sub-groups, the schematic below displays how the groups were separated; these sub-groups were formed so that a number of cross-tabulations of attitude with other variables could be performed. Since the negative group is rather small, a liberal view was taken in defining ambivalent/negative; note that the 4 percent who had a negative entry attitude, but a more positive present attitude were placed in the ambivalent/negative sub-group.



In looking at the first entry/present attitude matrix, one sees that inservice participants have a high regard for the School of Education, with 75 percent of the sample describing a positive attitude. In comparing attitudes across programs, there are positive, ambivalent, and negative attitudes scattered throughout most all programs; no one program has a singularly positive or negative attitude toward the School.

Attitude compared with other variables

Cross-tabulations of attitude with sex of participant, with start of program, and with academic status of participant, were carried out. The results of each showed no significant differences in proportions falling into the various cross-tabs cells. However, in a breakdown analysis performed to compare the mean scores on inservice variables for the two attitude sub-groups, there were systematically higher mean scores for the positive group than for the ambivalent/ negative group. For 14 variables, the difference in the mean for both groups was significant at the .05 level and higher. The means for two variables, "meaningfulness of independent studies" and "change in institution by program" were not statistically different. With the large difference in N size for the groups, a test for homogeneity of variance was made. Since the t-test used to compare two means assumes homogeneity of variance of two groups, this assumption is important to the interpretation of "statistically significant differences" between groups. For all variables, the variance for means in both groups was not significantly different; hence, the assumption of equal variances holds, and we can confidently say there are differences between these two groups.

Preservice component to the inservice program

The responses to the two questions asking inservice participants about the use of preservice teachers in their programs offer some problems in

interpretation. The matrix below shows the results of the two questions, with the number of respondents who fell into each cell.

Are preservice teachers a resource in your inservice program?

	yes	no	no response
yes	50	8	0
no	1	14	1
N/A	6	65	2
no response	1	6	15

N = 169

To describe the unambiguous results first:

• 50 respondents (or 30 percent) of the sample have preservice teachers as a resource in their program, and believe that the preservice component is helpful and useful.

• 65 respondents (or 38 percent) of the sample do not have preservice teachers as a resource in their program, and therefore replied to the follow-up question on "preservice teachers as helpful or useful" as not applicable to them.

Now, for the more difficult aspects of interpreting this matrix:

• 6 participants, while saying preservice teachers are a resource in their program, responded that their helpfulness and usefulness is not applicable. The most plausible interpretation for these responses is that though preservice teachers may be used by some participants in a program, not all participants are directly interacting with this preservice component.

• 8 participants said that while preservice teachers are not a resource in their program, a preservice component is helpful and useful. It is likely that these respondents felt a preservice component <u>would be</u> helpful and useful.

• a total of 22 respondents left blank the "helpful and useful" aspects of a preservice component, while 15 respondents left both preservice questions blank. The fact that no response was given for these questions is worthy of comment. Some seven respondents wrote near these questions, "what do you mean by 'preservice'?" One wonders whether the other respondents who left both questions blank felt the same way. Indeed, one of the respondents who asked, "what do you mean by preservice?" had answered "no" to "are preservice teachers a resource?", indicating that perhaps as many as 22 respondents did not know what "preservice" meant.

Results of inservice variables

Table 9 shows the 16 inservice variables, the mean for each, and the number of participants who responded "do not know or N/A". From the table, one sees that participants rate the following variables highly: knowledgeability of program staff, support and advice from program staff, meaningfulness of independent study projects, and the satisfaction of personal and professional goals. Other quite highly rated variables are "balance of theory and practice", "integration of learning with job activities", and "new approaches in job"-- all three variables which tap the relevancy and applicability of coursework to jobs.

The lowest rated variables were those associated with change in the participants' institutions. Two respondents noted by question #34, "change in parts of your institution," that "changes are just beginning" and "it's too early to tell." Thus, the very low ratings on these variables should be tempered by the pragmatic aspects of introducing change in educational institutions. The question was somewhat ambiguously worded, such that respondents may not have been sure what "in parts of your institution" meant. (Ten percent of the sample reported they "did not know or not applicable" as to whether changes had

Results of Inservice variables
Table 9

variable # and descriptor	mean	s.d.	no. showing "do not know or N/A"	no response
21 variety in form and structure	3.84	1.06	11	3
22 variety of program staff	3.51	1.14	10	3
23 program staff knowledgeability	4.53	.70	4	3
24 support and advice from program staff	4.23	.98	3	3
25 role in program design	3.82	1.21	11	2
26 role in program implementation	3.60	1.31	11	4
27 balance of theory and practice	4.04	1.10	6	4
28 integration of learning activities and job	4.01	1.21	6	2
29 meaningfulness of independent studies	4.26	1.09	51	4
30 program as support mechanism	3.81	1.21	4	3
31 program evaluated	3.62	1.16	26	6
32 new approaches in job	3.99	1.09	5	3
33 new collegial interaction patterns	3.60	1.17	4	2
34 change in institution by individual	2.84	1.36	16	4
35 change in institution by program	2.62	1.34	29	5
36 program meeting personal and professional goals	4.15	1.00	4	3

(N = 169)

been made in parts of their institutions.) Perhaps individuals felt that the "change" had to be big enough to <u>really show</u> institution wide. One respondent qualified her response in the following manner: "if you mean change within my classroom, yes." For future questionnaires, the type of institutional change should be made more explicit--from classroom management techniques to perhaps larger-scale structural changes in the institution. The responses to the course or learning experience which had a direct impact on participants' jobs (see Appendix III) do show a few changes made in parts of institutions, but many more respondents cite new teaching techniques they have instituted in the classroom. One response to the open-ended question exemplifies some of the frustrations inservice participants experience in transferring their inservice learning to their job:

> "My inservice program was helpful to me. My school superintendent, unfortunately, is very narrow-minded and unreceptive to change. I do what I choose often without permission. I am trying to satisfy both my district's traditional views and my own more open methods and needs. So far it's working fairly well, although I have been forced to become more textbook-oriented than I care to be."

The response to whether the program's involvement in the participants' institution led to some institutional changes was also rated relatively low by all programs. Mean scores for four programs--Bilingual/Bicultural Ed, Boston English, Education for Community Service, and Optional Learning Environments--were higher than the overall mean. Boston English and Education for Community Service were .5 standard deviations higher than the overall mean, a result that is not surprising given that these are two of three programs (the other is Optional Learning Environments) that are held entirely off-campus in one institution, so that the potential for institutional change is more enhanced. Eighteen percent of the sample replied to the question "do not know or N/A",

reflecting the many inservice participants who come individually from different schools; with no strong program involvement in their respective schools, potential for institutional change is greatly reduced.

The remaining variables were rated in the moderate range (mean scores of 3.5 to 3.8), showing that overall, programs have been effective in carrying out inservice training. Of note are four variables in the moderate range for which 7 percent of participants responded "do not know or N/A". These were variables 21 and 22 (variety in approaches and in program staff) and variables 25 and 26 (role in design and implementation of inservice program). It was believed that those participants who just began their programs in spring, 1977, were responding in this fashion. In separating out their responses, this group's proportion to the "don't know" response was varied: 36 percent for variable 21, 70 percent for variable 22, and 45 percent each for variables 25 and 26.

One variable that deserves attention is #31, "program outcomes are evaluated." Although the mean for this variable was 3.62, 16 percent said "do not know or N/A." Obviously, participants should know whether program outcomes are evaluated. Perhaps some respondents understood the "evaluation of program outcomes" to be conducted by program "outsiders" or School of Ed administrators. To see whether the spring '77 entrants contributed heavily to this question with "do not know", their responses were partialled out from the others. In this case, their response was only 23 percent of the total "don't know" group.

Program comparisons on inservice variables

Only those programs with six or more participants responding to the questionnaire are used for program comparison analysis. In Table 10 (p.34) each program mean is displayed for each variable. The all-program mean (which includes responses of the 13 individuals in the 6 programs not part of the

comparison) is shown at the top of the table, with the standard deviation below. Note that an estimate of the variability of response to each variable can be obtained by examining the standard deviation; where there are statistically significant differences among programs for variable means, the significance level is shown at the bottom of each variable column. Please refer to the notes at the bottom of Table 10 for interpretation of the significance level. Utilizing these means scores for all programs, two approaches were employed for viewing differences among programs.

Comparison of variable means by program using a spread about the mean

An overall comparison among programs' means was made by taking the standard deviation for the sample mean for each variable, using that value to define the spread about the mean. To capture program differences, this range was set at $\pm .5$ standard deviation from the mean.

In Column A, Table 11 (p.35), pluses and minuses are shown for each program by variable. The following example will aid the reader in interpreting this table. For variable 21, "variety in form and structure," the all-program mean is 3.84; standard deviation, $\sigma = 1.06$. Thus, the range defined for this variable is $3.84 \pm .53$, or 3.31 - 4.37. Any program mean higher than 4.37 on this variable would receive a "+", while any program mean less than 3.31 would receive a "-". If the program mean falls within the defined range, Column A is blank. The summation of pluses and minuses for each program is shown on the right side of Table 11; the chart on the following page summarizes the results for programs. One sees from the summary table that Optional Learning Environments and Bilingual/Bicultural Ed are most positively rated by participants, while Ed for a Changing World and Unified Science are most negatively rated.

"HIGH"	"MODERATE"		"LOW"
(only pluses)	(even)	(more minuses than pluses)	(only minuses)
Optional Learning Env. (7+,0-)	Early Childhood Ed (0+,0-)	Cooperative Ed (0+,1-)	Media Specialists (0+,7-)
Bilingual/Bicultural Ed (5+,0-)	Integrated Day (0+,0-)	Reading (1+,2-)	Leadership in Special Ed (0+,10-)
Generic Secondary (2+,0-)	Boston English (1+,1-)		Ed for a Changing World (0+,13-)
	Ed for Community Service (1+1-)		Unified Science (0+,13-)

Comparison of program means by percentage of program responses in "high" or "low" categories

The percentage of responses that were deemed low (scale ratings 1,2,3) and high (4,5) for each program on each variable was made. Then, tabulations were made of instances where 50 percent or more of participants in each program rated a variable low or where 50 percent or more rated a variable high. In Column B of Table 11, the tabulation of "L's" and "H's" for each variable is shown. In cases where the program responses were tied 50 percent in the low and 50 percent in the high category, a low was sytematically given. Where this equal high/low division occurs, the "L" has an asterick next to it. The highs and lows in Column B are summed down the column for each variable and across the table for each program.

Below is shown a summary table of the highs and lows for each program.

Summary table from Table 11, Column B
(percentages for each program in parentheses)

"HIGH" greater than 85 percent of variables rated high by more than half of participants	"MODERATE" 70 to 80 percent of variables rated high by more than half of participants	"LOW" 25 to 45 percent of variables rated high by more than half of participants
Generic Secondary (94%)	Boston English (81%)	Media Specialists (44%)
Bilingual/Bicultural Ed (87%)	Early Childhood Ed (81%)	Ed for a Changing World (31%
Cooperative Ed (87%)	Integrated Day (81%)	Leadership Special Ed (25%)
Ed for Community Service (87%)	Reading (69%)	Unified Science (25%)
Optional Learning Env (87%)		

The high/low and plus/minus approaches yield three different views for program comparisons: (1) an overall picture of high- and low-rated variables taking all programs together; (2) comparisons of programs on an absolute scale (the high/low approach); and (3) comparisons of programs on a relative scale (the plus/minus approach).

Two distinct sub-groups of inservice program experience emerge from these program comparisons: one group of nine programs which are rated very well and another group of four which are rated poorly. There is no "middle ground" or transition from one group to the other. Although the summary tables each have a "middle" category, one sees that for both, the transition from "high" to "moderate" is small in contrast to the shift from "moderate" to "low."

What might account for this bi-modal distribution of participants perceptions? Certainly the survey data alone cannot answer this question: there is a complex interaction of individual inservice participant needs, project director managing style, and philosophy and thrust of each program. A discussion of these areas, together with the survey data or other data programs may have collected individually, may yield more answers. Three final "data snooping" exercises were performed to see what aspects of the inservice experience might be associated with the low-rated subgroup.

Attitude toward School of Ed and programs: Although the four low-rated programs had at least 30 percent of the group in the ambivalent/negative attitude category, other more highly rated programs had this proportion or higher for ambivalent/negative attitude. Thus, an ambivalent/negative attitude toward the School of Education alone does not seem to be related to the low-rated group.

On- or off-campus implementation: In looking at the way the two sub-groups implement their programs, there appears to be some relationship between

high- and low-rated programs and modes of implementation (refer to Table 8, p. 19). Highly rated groups, such as Generic Secondary, Cooperative Ed, Ed for Community Service, and Optional Learning Environments are implemented predominately off-campus. On the other hand, lower-rated programs, such as Unified Science, Media, and Ed for a Changing World are implemented predominantly on-campus. But, this association does not hold for all programs; for example, Leadership in Special Ed participants (a low-rated group) report mainly off-campus implementation, while Bilingual/Bicultural Ed participants (a high-rated group) are divided between on- and off-campus implementation.

Variables which are rated low: For the four low-rated programs, one can look for the variables that participants rate low, but which participants in the high-rated programs rate high, to discern what aspects of the inservice experience might be problematic for these four programs. For seven variables, at least three of the low-rated programs showed "L's". These were: variety in approaches in carrying out program (#21); support, personal help, and useful advice from staff (#22); role in design of program (#25); balance struck between theory and practice (#27); program as support or morale mechanism (#30); program operations and outcomes evaluated (#31); and new interaction patterns with colleagues (#33).

Response to open-ended question

Only 25 percent of the sample responded to the open-ended question (perhaps because completing the questionnaire itself was too time-consuming); and some programs are not represented at all in commenting further on their inservice experience. Thus, much care should be taken in cross-referencing open-ended responses to results of other variables in the questionnaire.

The responses to the open-ended question are shown by program in

Appendix II, and the reader will find a variety of concerns expressed by inservice participants.*

Course offerings or learning experiences that have had an impact on job

These results are shown by program in Appendix III. No attempt will be made to analyze these because most are specific to programs' curricula. In general, one finds that participants have implemented many ideas from the inservice classroom to their own.*

*Note: Copies of Appendix II and III are available by writing or calling the Dean's Office, School of Education, Room 124, University of Massachusetts, Amherst.

Variable # & Descriptor	21 variety in form and structure	22 variety of program staff	23 program staff knowledgeable	24 support and advice from staff	25 role in program design	26 role in program implementation	27 balance of theory and practice	28 integration of learning and job	29 meaningfulness of independent studies	30 program as support mechanism	31 program evaluated	32 new approaches in job	33 new collegial interaction patterns	34 change in institution by individual	35 changes in institution by program	36 personal and professional goals
All-Program $\bar{x}$	3.84	3.51	4.53	4.23	3.82	3.60	4.04	4.01	4.26	3.81	3.62	3.99	3.60	2.84	2.62	4.15
s.d.	1.06	1.14	.70	.98	1.21	1.31	1.10	1.21	1.09	1.21	1.16	1.09	1.17	1.36	1.34	1.00
Biling/Bicul	4.00	3.17	4.71	4.29	3.86	3.71	4.43	4.43	5.00	4.57	4.29	4.86	3.86	3.71	2.86	4.57
Boston Eng	3.71	3.48	4.35	4.06	3.57	2.93	3.50	3.90	4.17	3.77	3.54	3.83	3.55	3.29	3.33	4.07
Coop Ed	3.91	3.08	4.83	4.58	4.25	3.83	4.00	3.50	4.70	3.75	4.20	3.83	3.36	2.50	1.37	4.33
ECE	3.90	3.67	4.75	4.58	3.70	3.90	4.42	4.42	4.37	4.00	3.37	4.00	3.33	3.33	2.11	4.17
ECW	3.22	2.78	4.22	3.25	3.00	2.87	3.50	2.56	3.00	3.22	2.14	3.33	2.56	2.00	1.71	3.56
ECS	3.87	2.89	4.44	4.70	4.00	4.00	4.10	4.10	4.30	3.90	3.90	3.67	3.20	2.50	3.44	4.40
Generic Sec	4.25	3.75	4.75	4.37	4.37	3.87	4.37	4.29	4.40	4.12	4.43	4.29	4.00	3.83	2.83	4.50
Integ Day	4.00	4.08	4.36	4.64	4.29	3.92	4.23	4.47	3.86	3.71	3.73	4.25	4.06	2.75	2.50	4.14
Lead Spec Ed	3.00	2.67	4.00	3.33	3.00	3.50	3.50	3.67	4.00	3.00	2.20	3.17	3.50	2.00	2.00	3.50
Media	3.33	2.83	4.67	3.33	4.40	3.67	4.00	3.67	3.33	3.83	2.80	3.67	2.83	1.50	1.00	3.83
Op Learn Env	4.56	4.46	4.83	4.79	4.46	4.13	4.75	4.67	4.33	4.37	4.17	4.33	4.33	3.04	2.79	4.62
Reading	3.50	3.17	4.83	4.33	2.67	2.67	4.00	4.00	4.67	3.83	4.00	4.83	3.83	2.33	2.40	4.33
Uni Sci	3.20	2.40	3.60	3.00	3.50	4.00	3.17	3.17	4.50	2.33	2.00	2.83	3.00	1.40	1.40	2.33
Significance level	.02	.001 *	.006 *	.001 *	.004 *	NS	.005 *	.001 *	NS	.03	.001	.01	.01 *	.001	.001	.001 *

NOTE: The F statistic computed in the analysis of variance assumes conditions of normality, independence, and homogeneity of variance. Error rates become inflated if these assumptions are violated; and if N's are not equal (as in the case for this analysis of variance), the probability of making a Type I error, i.e., stating differences when none exists, may be far greater. If an asterick appears under the significance level shown here, it means that the assumption of homogeneity of variance has been most likely violated. Thus, caution is advised in interpreting "statistically significant differences" for these variables.

Table 10

Variable # & Descriptor	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
	variety in form and structure	variety of program staff	program staff knowledgeable	support and advice from staff	role in program design	role in program implementation	balance of theory and practice	integration of learning and job	meaningfulness of independent studies	program as support mechanism	program evaluated	new approaches in job	new collegial interaction patterns	change in institution by individual	change in institution by program	personal and professional goals		
All-Program $\bar{x}$	3.84	3.51	4.53	4.23	3.82	3.60	4.04	4.01	4.26	3.81	3.62	3.99	3.60	2.84	2.62	4.15		
s.d.	1.06	1.14	.70	.98	1.21	1.31	1.10	1.21	1.09	1.21	1.16	1.09	1.17	1.36	1.34	1.00		
Column	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	A B	Total A	Total B
Biling/Bicul	H	L	H	H	H	H	H	H	+ H	+ H	+ H	+ H	H	+ H	L	H	5+,0-	14H,2L
Boston Eng	H	H	H	H	H	- L	H	H	H	H	H	H	H	L*	+ L	H	1+,1-	13H,3L
Coop Ed	H	L	H	H	H	H	H	H	H	H	H	H	H	H	- L	H	0+,1-	14H,2L
ECE	H	H	H	H	H	H	H	H	H	H	H	H	L*	L*	L	H	0+,0-	13H,3L
ECW	- H	- L	H	- H	- L	- L*	L*	- L	- L*	L	- L	- H	- L	- L	- L	- H	0+,13-	5H,11L
ECS	H	- L	H	H	H	H	H	H	H	H	H	H	H	L	+ H	H	1+,1-	14H,2L
Generic Sec	H	H	H	H	H	H	H	H	H	H	+ H	H	H	+ H	L	H	2+,0-	15H,1L
Integ Day	H	H	H	H	H	H	H	H	H	L*	H	H	H	L	L	H	0+,0-	13H,3L
Lead Spec Ed	- L	- L	- L*	- L	- L	L	L*	H	H	- L	- L	- L	H	- L	L	- H	0+,10-	4H,12L
Media	L	- L	H	- L*	H	H	H	H	- L	H	- L	H	- L	- L	- L	L*	0+,7-	7H,9L
Op Learn Env	+ H	+ H	H	+ H	+ H	H	+ H	+ H	H	H	H	H	+ H	L	L	H	7+,0-	14H,2L
Reading	H	L*	H	H	- L	- L	H	H	H	H	H	+ H	H	L	L	H	1+,2-	11H,5L
Uni Sci	- L	- L	- H	- L	H	H	- L	- L	H	- L	- L	- L	- L	- L	- L	- L	0+,13-	4H,12L
Variables H	10	5	12	10	10	9	10	11	11	9	9	11	9	3	1	11		
L	3	8	1	3	3	4	3	2	2	4	4	2	4	10	12	2		

* program split 50/50 in high and low categories

NOTE: Please refer to pp. 29-31 for interpretation of this table.

Table 11

APPENDIX I

QUESTIONNAIRE FOR UMASS PARTICIPANTS
OF INSERVICE PROGRAMS

Name _____ (NOTE: All responses are confidential; names are requested in the event a second mailing is necessary.)

1. Sex (1)___female (2)___male

2. Please check the inservice program in which you are enrolled at this University.

___Anisa
___Bilingual/Bicultural Ed
___Boston English
___CAGS in Counseling
___Career Development
___Cooperative Ed
___CUE-Experienced Learners
___Diagnostic Prescriptive
___Early Childhood Ed
___Ed for a Changing World
___Ed for Community Service
___English Ed for a Pluralistic Society
___Generic Secondary Consultant
___Integrated Day
___Leadership Training in Special Ed
___Media Specialists
___Museum Ed
___Optional Learning Environments
___Part-time master's degree in Counseling
___Prescriptive Counselor
___Reading
___Unified Science Ed

3. When did you start your first coursework through your inservice program?
(1)___before fall 1974 (2)___fall 1974 (3)___spring 1975 (4)___fall 1975
(5)___spring 1976 (6)___fall 1976 (7)___spring 1977

4. How many credits have you earned so far through your inservice program? (include this semester's credits) ____credits

5. How many credits have you obtained thus far through independent study projects? (include this semester's credits) ____credits

6. How many semesters do you estimate you will take to complete your inservice program after this semester is completed? ____semesters

7. Are you working toward a degree in your program? ___Master's ___CAGS
___Doctorate ___none or uncertain

8. Your present employment situation:_____
(such as third-grade teacher, counselor, not employed, etc.)

9. Name and address of institution, if you are employed:_____
_____

10. How long have you been employed in the position described in question 8?_____

11. How long have you been employed in education or in an education-related setting?_____

12. Rate the degree to which each of the following incentives were important in your decision to be in your inservice program.

Use the following scale: 1 = not important 2 = marginally important 3 = moderately important 4 = significantly important

(1)___academic credit

(2)___academic degree

(3)___possible salary increase

(4)___direct cash stipend

(5)___employer recognition

(6)___peer recognition

(7)___learning fresh approaches to my work

(8)___developing collegial relations

(9)___forwarding my institution's goals

(10)___forwarding change in my institution

(11)___pure intellectual stimulation

(12)___possible increase in job responsibilities

(13)___possible change to a different position

(14)___renew certification

(15)___obtain certification

(16)___enhance tenure decision

(17)___other _____

13. From the incentives list above, circle three incentives that were the most important to you in your decision to be in an inservice program.

14. In general, what was your attitude toward the UMass School of Education upon entry in your program? (1)___positive (2)___ambivalent (3)___negative

15. What is your present attitude toward the UMass School of Education compared to your attitude upon entry in your program? (1)___more positive (2)___stayed the same (3)___more negative

16. Cite the courses or other learning experiences that have had a direct impact on your job, and describe the impact briefly. (If there are none, please indicate so.)

course or learning experience	impact
_____	_____
_____	_____
_____	_____

17. Is your inservice program implemented: (1)___solely at the UMass campus (2)___solely at an off-campus site (3)___both 1 and 2, but predominantly on-campus (4)___both 1 and 2, but predominantly off-campus (5)___equal time spent both on- and off-campus

18. If you checked (1) or (3) for question 17, cite advantages and disadvantages of an inservice program implemented on-campus. If you checked (2) or (4) above, cite advantages and disadvantages of an inservice program implemented off-campus. If you checked (5), cite advantages and disadvantages of on- and off-campus implementation.

advantages	disadvantages
_____	_____
_____	_____
_____	_____

19. Are preservice teachers a resource in your inservice program? (1)___yes (2)___no

20. Is a preservice component helpful and useful in your program? (1)___yes (2)___no (3)___not applicable

Please rate for the following statements your experiences so far in your inservice program. Each statement should be prefaced with "extent to which ..."

Use the following scale:
1 = to a very little degree 2 = to a little degree 3 = to a fair degree
4 = to a good degree 5 = to an excellent degree 6 = do not know or N/A

21. ___There is enough variety in approaches (forms and structures) in carrying out your inservice program.

22. ___There is enough variety of program staff in your inservice program.

23. ___Your inservice program staff are knowledgeable in the areas in which they teach.

24. ___You are provided support, personal help, and useful advice from your program staff.

25. ___You play an appropriate role in the design of the inservice program in which you are enrolled.

26. ___You play an appropriate role in implementing the overall design of the inservice program in which you are enrolled.

27. ___Your program strikes a balance between theory and practice.

28. ___There is integration of your inservice training with the day-to-day activities of your job.

Use the following scale:
1 = to a very little degree 2 = to a little degree 3 = to a fair degree
4 = to a good degree 5 = to an excellent degree 6 = do not know or N/A

29. ___Independent study projects have generally been meaningful to you.

30. ___Your inservice program serves as a support or morale mechanism for you.

31. ___Your inservice program operations and outcomes are evaluated.

32. ___Your involvement in your program has led to new approaches in your job.

33. ___Your involvement in your program has led to new interaction patterns with your colleagues.

34. ___Your involvement in your program has led to changes in parts of your institution.

35. ___Your program's involvement in your institution has led to changes in your institution.

36. ___Your inservice program is meeting your personal and professional goals.

OPEN-ENDED QUESTION

Please add any additional remarks on your inservice program experiences (i.e., add to or expand upon items in this questionnaire).